

Formation of professional competence of students oligophrenic-teachers

Altynay Kanatovna Murzatayeva

Pavlodar State Pedagogical Institute, Pavlodar, Kazakhstan

Abstract. In this work the essence of professional competence of students oligophrenic-teachers is defined. The content of professional competence formation of the student oligophrenic-teachers in pedagogical higher education institution and pedagogical conditions of efficiency of this process is developed. The model of professional competence formation of the student oligophrenic-teachers is developed and scientifically proved. Approbation of model of professional competence formation of the student oligophrenic-teachers is carried out.

[Murzatayeva A.K. **Formation of professional competence of students oligophrenic-teachers.** *Life Sci J* 2014;11(11s):499-502] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 113

Keywords: professional competences of students oligophrenic-teachers, formation of professional competence of students oligophrenic-teachers

Introduction

New tendencies of development of modern oligophrenic-teachers education:

- inclusion in educational process of persons with more and more difficult violations of development,

- introduction of new approaches, forms and technologies of the correctional and pedagogical help,

- rendering special educational services to a wide range needing them, make great demands of professionalism of students oligophrenic-teachers.

Today students oligophrenic-teachers should work with the children having special educational needs. Scientific interest to formation and development of professional competence of students adequate to the social order increases in this context oligophrenic-teachers.

Oligophrenic-teachers — the central, key figure organizing conditions, necessary for successful education, education, development, social adaptation and integration of children with the special educational needs, providing efficiency of the correctional and pedagogical help.

The problem of readiness of students oligophrenic-teachers to professional activity is reflected works in Lubovsky, I. L. [1, p. 65], Karsten, D., Kivimäki, T., Linna, S.-L., Pollari, L. and Turunen S. [2, p.39], Tadeuss Galkowski, Henryk Dadas and Remigiusz Domański [3, p.349], David Trembath, Sally Wales and Susan Balandin [4, p.83], Sakenov, D.Zh. [5, p.1431], Bernice Mathisen, Patsy Yates and Penny Crofts [6, p.273], Alison Ferguson, Gemma Duffield and Linda Worrall [7, p.244], Ishanov, P., Bekmambetova, Z. [8, p.902], Sundram Sivamalai, Shashidhar Venkatesh Murthy, Tarun Sen Gupta and Torres Woolley [9, p.45], Lysenko, E. [10, p.172], Dudko, O.B. [11, p.12] and others.

So far there are almost not studied the questions connected with the content of concept professional competences oligophrenic-teachers, improvement, technologies of its formation. In training of students oligophrenic-teachers the subject position of the student, his valuable attitude towards as to the representative of a profession, to the pedagogical activity are underestimated; value of the self-diagnostics, allowing to direct activity of the subject on increase of readiness for professional activity.

Thereof in modern system of training of students oligophrenic-teachers a number of contradictions was created:

- between becoming complicated requirements to oligophrenic-teachers and existing preparation it to traditional kinds of activity, without the social order of changing society;

- between objective requirement in oligophrenic-teachers, meeting the requirements of a modern and perspective sociocultural situation in education, and not readiness of theoretical model of this phenomenon;

- between structural components of competence of the teacher and application of this knowledge in the course of oligophrenic-teachers preparation;

The specified contradictions allowed to formulate a research problem: what essence, contents and structure of professional competence of oligophrenic-teachers and ways of its formation? The designated problem defined a research objective choice: development and scientific justification of formation of professional competence of students oligophrenic-teachers.

Methods

- the theoretical: analysis of philosophical, methodological, pedagogical and psychological

literature; system, comparative and logical analysis; forecasting and designing of models of professional competence and professional training of oligophrenic-teachers;

- the empirical: supervision; studying of the best pedagogical practices; professional diagnostics (supervision, conversation, questioning, poll, testing, ranging); pedagogical experiment; expert assessment;
- the statistical: method of groups, analysis of statistical tables, graphic method of data presentation.

Main part

During the analysis of researches of Lubovsky, I. L. [1, p. 65], Karsten, D., Kivimäki, T., Linna, S.-L., Pollari, L. and Turunen S. [2, p.39], Tadeuss Galkowski, Henryk Dadas and Remigiusz Domański [3, p.349], David Trembath, Sally Wales and Susan Balandin [4, p.83], Sakenov, D.Zh. [5, p.1431], Bernice Mathisen, Patsy Yates and Penny Crofts [6, p.273], Lysenko, E. [10, p.172], Dudko, O.B. [11, p.12] characteristic features of modern system of continuous defektologycal education which are significant growth, a multilevelness and multigradualness, fundamental nature of the contents, universality of structure of training of specialists, and also a tendency of its development - a further fundamentalization of the content of training on each specialty, advancing nature of training of the qualified speech pathologists competent of rendering the pedagogical help to people of different age and with violations of varying severity, capable to accompany the child in the conditions of the integrated training, owning modern computer technologies were revealed. The carried-out analysis showed that the existing system of the highest defektologycal education not fully answers the social order of the present.

In the course of research, the essence of professional competence of oligophrenic-teachers which consists in readiness for development, education, training, social adaptation and integration of persons with violations of intellectual development, and also to maintenance of families, them bringing up, according to requirements and moral installations of society during the actual historical period is defined.

It is revealed criteria of professional competence of the student oligophrenic-teachers, representing the difficult system education, which substructures - motivational, substantial and activity components.

The maintenance of professional competence of the student oligophrenic-teachers, including personal and activity components is defined.

Three levels of professional competence of the student oligophrenic-teachers are defined: high, average and low.

The conducted pilot research directed on identification of a self-assessment by students oligophrenic-teachers of the professional abilities, showed insufficient readiness of students oligophrenic-teachers to implementation of professional activity.

In a context of our research process formation of professional competence of the student oligophrenic-teachers is activities for expansion and formation of the following criteria and indicators of formation of professional competence of the student oligophrenic-teachers:

- substantial (assimilation of knowledge, level of oligophrenic-teachers professional literacy, mastering complex oligophrenic-teachers concepts, categories, laws);

- motivational (qualities and properties of the personality oligophrenic-teachers, tolerance, psychological readiness);

- activity (mastering the actions having an oligophrenic-teachers professional focus, existence of abilities of the rational organization of work oligophrenic-teachers, use of knowledge in non-standard situations, skills of design, the organization and implementation of professional activity oligophrenic-teachers).

In this regard, we developed and introduced original Model of formation of professional competence of the student oligophrenic-teachers including criteria, indicators, levels of productivity of process of formation of professional competence of the student oligophrenic-teachers.

At design of Model of professional competence of the student oligophrenic-teachers oligophrenic-teachers formation allocation of the following components is necessary: procedural, cognitive, information.

The procedural component is based on a complex of practical skills of the student oligophrenic-teachers, making a basis of professional competence. The cognitive component of professional competence of the student oligophrenic-teachers describes, first of all, intellectual development and features of cognitive activity of the student oligophrenic-teachers, making also professional competences of the student oligophrenic-teachers. Information component characterizes tactics and strategy of professional behavior of the student oligophrenic-teachers, the student making professional competences oligophrenic-teachers.

Thus, the organization of process of formation of professional competence of the student oligophrenic-teachers assumes development of the

model containing professional competences of the student oligophrenic-teachers and reflecting necessary personal and professional qualities of the student oligophrenic-teachers. The model represents the complete, interconnected process in which all components and components are directed on achievement of an ultimate goal – formation at the student oligophrenic-teachers to professional competence (fig. 1).

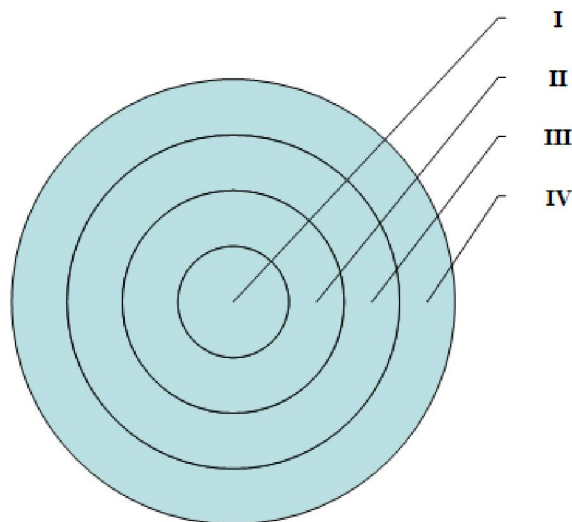


Figure 1. Model of professional competence formation of the student oligophrenic-teachers

The explanation to figure 1. Model of formation of professional competence of the student oligophrenic-teachers:

I – Professional competences of the student oligophrenic-teachers.

II – Criteria, indicators, levels of professional competence of the student oligophrenic-teachers.

III – Content of formation of professional competence of the student oligophrenic-teachers.

IV – Components of formation of professional competence of the student oligophrenic-teachers.

During experimental check of Model of formation of professional competence of the student oligophrenic-teachers, including analyzing dynamics of the relation to the content of preparation, it is possible to draw the following conclusion: at the initial stage of experiment the number of students with the expressed informative interest made 16%, and at the end of the 6th semester it increased to 74%. Therefore, positive dynamics for 58% allows to determine productivity of skilled and experimental work by this criterion. The analysis of results of a forming stage of experiment allows to define dynamics of professional competence formation of

the student oligophrenic-teachers. At the initial stage of experiment the number of students with the created professional competences made 12%, and at the end of the 6th semester it increased to 71%. Therefore, positive dynamics by this criterion for 59% indicates productivity of skilled and experimental work on formation of professional competence of the student oligophrenic-teachers. The comparative analysis of results of stating and forming stages of experiment showed that in a course is skilled - experimental work positive dynamics by all criteria of Model of professional competence formation of the student oligophrenic-teachers is observed. Pedagogical diagnostics of results of definition of level of professional formation competence of the student oligophrenic-teachers, carried out with use of the rating monitoring system, allowed to reveal a tendency of increase of level of formation of professional competence of the student oligophrenic-teachers to what results of progress in experimental and control groups before experiment (fig. 2) testify.

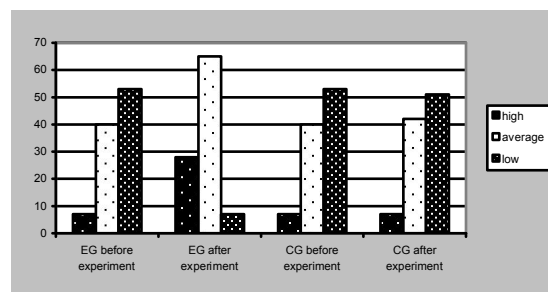


Fig. 2. Diagnostics of professional competence formation level of the student oligophrenic-teachers

Thus, in experimental groups the number of students oligophrenic-teachers with high level of formation of professional competence after experiment increased by 21%, number of students oligophrenic-teachers, reached the average level – for 25%, number of students oligophrenic-teachers, having low level – decreased by 46%.

Results in control groups testify to preservation of number of students oligophrenic-teachers with high level of professional competence formation at the level of 0%, average level – for 2%, reduction of low level of formation by 2%.

The received indicators testify to high efficiency of offered Model of formation of professional competence of the student oligophrenic-teachers.

Conclusion

During the conducted research, the essence of professional competence of students oligophrenic-teachers is defined. In the course of the theoretical analysis the content of formation of professional competence of the student oligophrenic-teachers in pedagogical higher education institution and pedagogical conditions of efficiency of this process is developed. The theoretical-methodological analysis of a problem of research allowed to develop and scientifically to prove Model of professional competence formation of the student oligophrenic-teachers. In the course of experiment approbation is carried out and efficiency of Model of professional competence of the student oligophrenic-teachers is proved. The model of formation of professional competence of the student oligophrenic-teachers is recommended for use in higher educational institutions.

Corresponding Author:

Dr. Murzatayeva Altynay Kanatovna
Pavlodar State Pedagogical Institute, Pavlodar,
Kazakhstan

References

1. Lubovsky, I. L., 2008. Some results of physiological researches in defectology. *Journal of Intellectual Disability Research*, 8(1): 65 - 77. DOI: 10.1111/j.1365-2788.1964.tb00801.x
2. Karsten, D., Kivimäki, T., Linna, S.-L., Pollari, L. and Turunen S., 2007. Neuroleptic treatment of oligophrenic patients| a double-blind clinical multicentre trial of cis(z) – clopenthixol and haloperidol. *Acta Psychiatrica Scandinavica*, 64(s294): 039 - 045. DOI: 10.1111/j.1600-0447.1981.tb06212.x
3. Tadeuss Galkowski, Henryk Dadas and Remigiusz Domański, 2008. The Psychogalvanic Reflex in Oligophrenic Children. *Developmental Medicine & Child Neurology*, 10(3): 349 - 354. DOI: 10.1111/j.1469-8749.1968.tb02896.x
4. David Trembath, Sally Wales and Susan Balandin, 2010. Challenges for undergraduate speech pathology students undertaking cross-cultural clinical placements. *International Journal of Language & Communication Disorders*, 40(1): 83 - 98. DOI: 10.1080/13682820410001726315
5. Sakenov, D.Zh. etc, 2012. Preparation of students of higher education institution for professional activity in the course of studying of pedagogical disciplines. *World Applied Sciences Journal*, 19(10): 1431 - 1436.
6. Bernice Mathisen, Patsy Yates and Penny Crofts, 2011. Palliative care curriculum for speech-language pathology students. *International Journal of Language & Communication Disorders*, 46(3): 273 - 285.
7. Alison Ferguson, Gemma Duffield and Linda Worrall, 2010. Legal decision-making by people with aphasia: critical incidents for speech pathologists. *International Journal of Language & Communication Disorders*, 45(2): 244 - 258.
8. Ishanov, P., Bekmambetova, Z., 2013. Improvement the process of professional education specialists training. *European researcher*, 4-2 (46): 902-906.
9. Sundram Sivamalai, Shashidhar Venkatesh Murthy, Tarun Sen Gupta and Torres Woolley, 2011. Teaching pathology via online digital microscopy: Positive learning outcomes for rurally based medical students. *Australian Journal of Rural Health*, 19(1): 45 - 51.
10. Lysenko, E., 2005. Genesis of professional orientation of students defectologists. *Higher education in Russia*, 1: 172-175.
11. Dudko, OB, 2009. Improving professional competence defectologists. *Yaroslavl Pedagogical Gazette*, 3: 12 - 15.

7/9/2014